

Roosevelt School District

120-Day Report

to the Arizona Board of Education

SLIDE 1

It is a pleasure to be able to present a report to the Arizona Board of Education on the progress that Roosevelt School District continues to make.

SLIDE 2

In 2007, the Roosevelt School district had two performing plus schools, eight performing schools, seven underperforming schools and four failing schools. The 2008 results showed 10 performing plus schools, nine performing schools, two underperforming schools and no failing schools.

SLIDE 3

The gains in student achievement were not accidental but were a result of the implementation of a strategic plan that prioritized student learning, aligned resources, developed an action plan with measurable goals, monitored the implementation, and improved the quality of instruction in our classrooms.

The gains in student achievement were actualized through a team effort by teachers, administrators, parents, and students. We learned much last year; and we are building on our success. I would like to highlight some of the things that we are continuing to do and new projects, programs, and activities that we believe will result in a continuous model of improvement.

SLIDE 4

We are putting forth the New Deal in Roosevelt. The New Deal is a comprehensive strategic design with cornerstones of academic achievement, meeting the needs of all students, leadership development, professional development, financial responsibility, and recruitment and retention of highly qualified staff. Today's presentation will highlight some of our accomplishments in each area.

SLIDE 5

During the 2008-09 school year, the Roosevelt School District is establishing a partnership with Arizona State University to assist us with recruitment and retention of highly qualified staff, professional development, and leadership development. The "Grow Your Own" partnership assists us with recruitment and retention of the most highly qualified teachers. We are working with South Mountain Community College and Arizona State University to initiate a Professional Development School that will begin in the fall of 2009. The PDS school will be a 2 + 2 design. Twenty students who have finished two years of community college at South Mountain will be recruited to participate in ASU classes held at a designated site in the Roosevelt District. The prospective teachers will do their intern rotations and student teaching in the District.

Successful candidates will then be hired by the District as elementary and middle school teachers. In addition, the South Mountain Community College will recruit entering freshmen to be part of the PDS program. The South Mountain Community College students will take classes at the training site in the District and then transition into the ASU PDS program. We are working together on identifying funding sources to assist students with scholarships such as the TEACH grant and Americorp. The program will have a PDS coordinator to assist in teaching courses and ensuring high quality course instruction, supervise clinical placements for clinical experiences, lead action research, and be liaison between the district and South Mountain Community College and ASU.

SLIDE 6

Arizona State University, South Mountain Community College, and the Roosevelt School District are also partnering to provide highly qualified training to RSD staff that are not highly qualified in the areas of math, science, reading, technology, AEPA, ELD, and special education. Teachers will be provided with ASU and South Mountain Community college courses via video conferencing to meet course content and AEPA requirements. We are in the process of installing two video conference stations at Ignacio Conchos School to provide RSD staff with college courses and training that will assist teachers meet highly qualified criteria and assist them to pass the content section of the AEPA exam. Professors and instructors from ASU and South Mountain Community College will be able to video stream their classes live and directly from ASU West Campus and South Mountain Community College to the video conference stations at Ignacio Conchos School. RSD staff will also be able to attend live classes through ASU and South Mountain Community College at training labs. Course are scheduled to begin for the spring 2009 semester.

Another partnership with ASU is our participation in components of the BEST program which provides a framework for supporting first-year teachers. Our coaches attended facilitator training to provide training and support for new teachers and mentor teachers.

The Roosevelt District is partnering with Arizona State University at the West Campus through Project ASPIRE. The aim of Project ASPIRE is to recruit and retain highly qualified mid-career professionals and recent college graduates, as special education teachers in high need partner districts in Arizona. This project is specifically designed to address the critical special education teacher shortages experienced in these districts, attend to the specific challenges of urban or remote rural geographical locations, and deliver quality programming in an efficient and timely manner. This project combines the activities of two programs from Arizona State University at the West Campus: the Master's and Arizona Certification program in Special Education and the Professional Development School Teaching Excellence Network through Educational Technology. Project ASPIRE will enable participants to complete ASU-W's state-approved Special Education alternative certification requirements in three semesters of coursework and field experience.

SLIDE 7

The Roosevelt District along with Arizona State University, Creighton, Osborn and some rural districts are the recipients of a five year, \$3.7 million grant through the U.S.D.O.E. The School Leadership Development grant includes a highly selective principal certification program for 20 participants in a cohort group. The program has a revised curriculum and much higher level of internship observation and feedback. The second part of the project is a “Principal Academy” which includes participants in “Learning Forever” workshops and evening classes for extended workshop topics. Participants will receive site-based coaching support. These opportunities will allow us to improve our administrators’ skills and prepare for highly qualified future administrators.

SLIDE 8

Roosevelt is participating for the second year in Beat the Odds education initiative. Two participating school principals are working to develop more effective ways to improve individual student achievement by using as a framework the six principles revealed in the research study "Why Some Schools with Latino Children Beat the Odds ... and Others Don't." Throughout the academic year, Beat the Odds mentors work one-on-one with the principals to help them assess and benchmark their school's current status, develop an action plan based on specific need areas for their school population, and provide resources to help achieve the goals of the action plans. The principals also learn from each other as they share success stories and challenges in regularly scheduled Beat the Odds School Partner meetings and training sessions.

SLIDE 9

This is the second year that we have been working with Johns Hopkins University and the Center for Data Driven Reform in Education. The 4 Sight Assessment Project is a partnership with Johns Hopkins University that provides Roosevelt School District with quarterly assessments aligned to the Arizona Academic Standards that allows school sites to measure the academic progress on a quarterly basis. In addition to the assessment, school sites are provided access to a web-based system which allows them to collect data from the assessments given so that they are able to make data driven decisions that would positively impact student achievement. Each school sends a leadership team to the four all day training sessions throughout the year.

One factor that led to our improvement in achievement and successful teaching is our association with Arizona Foundation for Resource Education. Dr. McBiles and his team have worked in the capacity of providing extensive training to both instructional and administrative staff. The areas in which Dr. McBiles and his team have provided services include: curriculum mapping, classroom management, assessment, instructional practices, and shared leadership. We are continuing to work with Dr. McBiles and are building our capacity to provide professional services within the organization.

SLIDE 10

We are working with the Rodel Foundation in the MAC-Ro program. Three of our schools participate in the program which focuses predominantly on middle elementary grades. MAC-Ro is a math initiative designed to ensure all students are taught the state math curriculum and parents are involved in helping their children. An evaluation by University of Arizona researchers showed statistically significant math achievement gains by students in the program.

In addition to this, the District started the Superintendent's Math Club for third and fourth grade students. Over 1,400 children will participate in the program. The children will complete fun math activities and problems at home each month. In addition, children play math games with their parents and family members. The booklets are aligned to the Roosevelt pacing guides and the Arizona math standards.

SLIDE 11

There are five elementary districts in the Math and Science Partnership including the Roosevelt District. Twenty-six teachers have or are currently taking classes. MSP partners with ASU West, Department of Integrated Natural Sciences for Science curriculum and instruction and ASU West, College of Teacher Education and Leadership for program evaluation. The content focus is on third, fourth and fifth grade science with a focus on life sciences; science methodology; science vocabulary and comprehension; and science journals and writing. Through this program teachers increase their knowledge of science content, based on the Arizona Science Standards, increase their knowledge of how students learn science concepts and improve teachers' pedagogical skills, and build local leadership among elementary school teachers to support science education.

Our professional development department has been instrumental in improving the skills of our teachers. This year the Boys Town Education Model has been implemented in four schools. We trained classroom teachers, building administrators, and support staff to implement the three critical elements: a school-wide social skills curriculum, an administrative intervention process, and a proactive classroom behavior management approach. Each year we will train an additional four school sites. Part of this training encompasses implementing the Common Sense Parenting component that trains parents on how to build good family relationships, prevent and correct misbehavior, use consequences to improve behavior, teach self-control, and staying calm.

Our technology training has included training in Excel to create graphs and charts to show student progress. Other trainings were offered in Microsoft Office applications. Staff development sessions were completed this fall on PowerPoint presentations, Publisher: Parent Communication, Brochures, Newsletters and More. The Governing Board approved purchasing and installing approximately 60 interactive white boards in our classrooms. An additional 40 will be installed in the spring. Roosevelt teachers are applying for a white board by submitting a lesson plan demonstrating how the teachers would integrate interactive technology with the Arizona academic standards in reading, math, science, social studies, writing, music, and or art. Teachers will participate in nine

hours of professional development that will be provided by the Roosevelt District staff along with technical assistance from the provider.

Our training for classified staff has included Customer Service Training, Positive Student Management, Effective Student Supervision, Effective Interpersonal Communication, Para Pro Reading and Before and After School Programs.

I would like to highlight how the District is using the title funds to help us improve student achievement, strengthen instructional skills, and provide interventions for struggling students.

SLIDE 12

Through Title I we are providing instructional coaches at all sites to assist teachers in improving their instructional skills through job-embedded professional development. Reading interventionists provide assistance for students. Parent coordinators are provided at each of the sites to assist parents in becoming active participants in the educational process. Our summer school is being planned collaboratively with Teach for America. Summer school will be available to students at all of our sites and will run for five weeks. The curriculum for summer school will be aligned to the state standards and will target students identified needs. Our summer school program is unique as small classes of approximately 15 students will be instructed by one Roosevelt teacher and four Teach for America Interns. This past year, Teach for America model was provided in six locations across the nation. The sites included: Phoenix (Roosevelt District), Atlanta, Los Angeles, New York City, Philadelphia, and Houston. The Teach for America data showed that the highest gains in math student achievement were made at the Phoenix site in Roosevelt District. Follow-up data from the first quarter assessment showed that students who attended the summer school had significantly higher reading scores on our benchmark assessments compared to students who did not attend the summer school.

All schools have completed a School-wide Title I plan as well as completing their Arizona school improvement plan. The school Title I budgets were aligned to the targeted needs identified in the ASIP and School-wide Plan. The plans are going through a peer on review process at this time. The ASIPS include before and after school tutoring, professional development, parent involvement, and needs assessments. The resources are aligned to the identified target needs of each individual school. In addition, all eligible schools have applied for school improvement funds to assist them in improving student achievement.

We have completed our Title I 2008-09 comparability report, and it is being examined by our internal auditors. We held SES (supplemental educational service) fairs throughout the district. Our students have been receiving tutorial services from SES providers since before the state required implementation date.

SLIDE 13

The district has worked closely with the Arizona Department of Education in developing a prioritized Title IIA budget to assist teachers and paraprofessionals to become Highly Qualified, meet Roosevelt's identified professional development needs, and class size reduction teachers. ADE trained our principals to complete attestations for highly qualified teachers. Our first Title IIA priority is to assist teachers to become highly qualified and we will provide reimbursement for AEPA costs, reimbursement for coursework for reading endorsements, provide content classes for non-highly qualified teachers, and recruitment fees for Teacher for America. Our second priority to provide a mentoring program for new teachers, new teacher training, mentoring teacher training, and training for classroom management in the Boys Town model. Our third priority is for staff development coaches to work with new teachers, teacher mentors, and provide professional development at the school and district levels.

SLIDE 14

A primary use of Title III funds supports Summer School, after school tutoring, and Saturday school for English Language Learners. Title III funds are used to supplement existing programs. Over the past three years, the funds have been used to train teachers in Sheltered/Structured English Immersion strategies. Over the past three years, we have trained over 90% of our teachers to ensure that our teachers are fully SEI endorsed by the end date of August 30, 2009. We have conducted five classes for approximately 150 ELD teachers in Round II staff development for the Discrete Skills Inventory.

We have provided resources including classroom libraries, adopted English Language Learner programs such as our current adoption of Intensive English and tutoring Summer School programs have been funded through Title III. A district wide program offers consistency in instruction with our mobile population.

Nine mobile computer carts with 162 computers have been purchased and are used exclusively in ELD classrooms with ELD software to support English language development. In the 2007-08 school year RSD reclassified 19.5% of its average ELL group B weight students. Also in 2007-08, two schools reclassified over 30% of their ELL population.

SLIDE 15

The District is committed to providing a safe and drug free learning environment for all of our students. Title IV funds are used to help the district reach this goal. During the 2007-2008 school year we set the following goals:

- Decrease the number of incidents of disruptive classroom behavior by 5% district wide.
- Decrease the number of incidents of alcohol/drug use by middle school students by 5%

Based on information entered in to our student management system (MIG) a 27% decrease in incidents of disruptive classroom behavior compared to the previous year.

SLIDE 16

As previously mentioned one of the cornerstones in our strategic plan, is our commitment to recruit, hire and retain highly qualified teachers and staff. In these efforts, RSD has hosted and participated in job fairs including ADE's Great Arizona Teach In. RSD has been using other advertising mediums to recruit including the internet, our website and publications. The partnership with Teach for America has proven to be a valuable recruitment tool for the district. The partnership with the New Teacher Project will also be a great source to recruit local candidates. The Roosevelt School District will continue to evaluate the retention rate of teachers. The 2007-08 school year was a successful year for retention with a retention rate of approximately 88% compared to 74% to 80% for the previous two years.

One way that we encourage and value a high level of professionalism is through our participation in the National Board Certification. Currently, we have 23 teachers participating in the process or who are National Board Certified. Roosevelt District assists teachers with a \$500 application stipend and a \$2,000 NCBT Certification yearly stipend.

SLIDE 17

Another cornerstone to our strategic plan is financial responsibility. The Roosevelt Elementary School District has continued to work diligently to comply with the recommendations set forth by the Auditor General's office and addressed in the January 28, 2008 response provided to the State Board of Education.

The District has substantially completed the requirements presented by the Auditor General in their May 3, 2007 report. The District has implemented an Internal Audit process, staffed and operated by Heinfield and Meech. The internal auditors are monitoring the District's progress with fixed assets, providing technical support, monitoring the District's progress in attendance reporting, and providing internal audit reports on a consistent basis to measure progress towards compliance. In addition, the internal auditors conducted a Risk Analysis through review of systems and confidential staff interviews. This document will be used as a foundation for corrective action for accuracy and accountability.

In the area of attendance reporting the District has made significant progress towards compliance with the Auditor General's recommendations by completing staff training and documenting and improving the attendance reporting systems. Internal audits have indicated that six campuses are at least 90 percent compliant and eight are over 80 percent compliant. The remaining seven campuses have additional committed resources to improve the attendance reporting data.

Our Child Nutrition Department continues to perform effectively and has fully recovered from a one million dollar deficit. Recently a new Food Service Director was hired to replace the retiring Director. An extended period of training will ensure the District continues on the path of solid performance.

The 2008 fixed assets inventories are completed and maintained. Our internal auditors continue to work with the District in a process to determine proper valuations for old assets that lack detailed cost information. This ongoing process will be completed this fiscal year. The District now requires each building to certify fixed assets.

Recently, we presented a projected bond schedule to the Governing Board to build a new school, renovate and remodel existing sites, and add facilities to schools with projected enrollment increases. The bond funds will be used to improve facilities at each of the Roosevelt Schools. Our projected bond schedule includes building a new facility in the western part of the district, adding classrooms at several schools, modifying parking and parent drop-off areas, replacing playground equipment, updating security systems, upgrading restrooms, increasing fire access, replacing carpeting, lighting, upgrading electrical, security fencing, building a gymnasium at a 4-8 grade school, total remodel of some classrooms, and HVAC replacement. The bond projects resulted from an in-depth analysis of existing facilities and 10 year enrollment projections. The District has made and continues to make systemic improvement.

The Roosevelt School District is pleased to be able to report on our progress in academic achievement, meeting the needs of all students, leadership development, professional development, financial responsibility, and recruitment and retention of highly qualified staff. I could only highlight some of our accomplishments. These accomplishments are the result of teamwork from the Governing Board, teaching staff, support staff, and administrators.